

California Reading First Plan

Exhibit XXII

Summary of Evaluation Responsibilities

Evaluating Agencies	Grade Level Focus	Evaluation Component	Suggested Evaluation Measures
LEA	K-3 and Special Education K-12	Student Achievement and Reading Level Role Assignment and Quality of Support	<ul style="list-style-type: none"> • Unit 5 or 6 of the Unit Skill Assessments for the State • Other LEA-used reliable and valid tests • LEA Support-System Appraisals • Principal Survey on Teacher training and Effectiveness of Coach(es)
UCOP RDC & RICs	K-3 and Special Education K-12	Professional Development and Technical Assistance	<ul style="list-style-type: none"> • Participant Evaluation and Feedback Surveys • LEA Survey • Reports on LEA's Assessments: <i>Unit & End –of-Year</i>
CCTC	Accredited Pre-service Institutions of Higher Education	Accreditation Criteria (Reading Component) and Support Work on the RICA	<ul style="list-style-type: none"> • Documentation of All Activities and Services
State Board/ Contracted Evaluator	K-3 and Special Education K-12	Implementation of Reading First Plan: Program Effectiveness and Student Achievement	<ul style="list-style-type: none"> • System Effectiveness Survey • Student Achievement in Program A Versus B • State Capacity Building Status • LEA Capacity Building Status • Analysis and Reporting of Exemplary Implementation Practices and Factors • Compliance with Reading First Plan
CDE	K-3	Student Achievement	<ul style="list-style-type: none"> • California Standards Test • CTB: CAT Norm-Referenced Test • Academic Performance Index